

CHAPTER I

INTRODUCTION

In this chapter presented the introduction of research. It covers background of the research, research problem, objective of the research, the significance of the research, hypothesis of the research, scope and limitation of the research, and definition of the key terms.

A. Background of the Research

In this present it is important to be able to speak and understand English Language. English has made very big influence in the parts of human life. Learning English is not only important to get education but also to get new technology, science and knowledge. It is spoken in almost every nation in the world. In our world, it is known as universal language. Anywhere we go in the world, we will find people who speak English. And majority of the world of entertainment uses English too.

“There are two kinds of way in which people establish communication in language. They are oral and written. Oral and written occur within one social and work together to form meanings within that situation.”(Burns, 1997)

According to Brown (2000:335) “Written communication is result of employing strategy to manage the composing process, which is one of gradually developing a text. Written product is often the result of thinking,

drafting, and revising procedure that require specialized skills, skills that not every speaker develops naturally.”

When people communicate in written, they are alone and they indirectly contact with other people to whom they are writing. In written communication, the writer often feels under an obligation to achieve accuracy and precision, for example in writing a letter, poem, short message, service, etc.

“Communication by oral can be described as producing sound to communicative with other and the others side produce the sound to give response back to understand each other what to express with a word.”(Hornby, 1985:35).

In oral communicating, people usually interact directly with other. The language people produced is spontaneous and relatively unplanned. And as a consequence we tend to use informal everyday language that does not always conform to standard grammar.

From that phenomenon, we know that people used more oral communication as a mean of communication among individuals than written.

According to Harmer (1990:21) “There are two paradigms of English namely English as science and English as a means of communication.” The first paradigm is English must be known by the people who want to make English as science. Therefore, they must master all items of English. In second paradigm English is considered as means of communication. English becomes an instrument in communication. People can say something to express what they want to communicate each other. That is, how the people who are communicating among them can understand what they said and they

understood what other people said without confusion between them. They can interact with others by producing any sounds without thinking English itself deeply.

In English as science, speaking is not only producing sound to send message to other, and enough if who are communicating with them understand what they want. Speaking skill as a science has to be based on standard criteria level of oral test.

English is one of languages which are recognized in Indonesia. Indonesians consider English as the second language for them. Consequently, English is taught at the school from elementary level to high educational level. It is intended for the development of science, technology, art, culture and also the development of nation relationship.

Although English is taught at the school from elementary level to high educational level but English is not mastered maximally by English learner. It is because in learning English, learners have to master some skills. The skills are reading, writing, listening, and speaking. One of skill that is not mastered by more English learners is speaking skill. In first paradigm above, in speaking, it is not only producing the sound and enough if who are communicating with them understand what they want, but in speaking has to be based on standard criteria level of oral test. Because of that, speaking skill is not mastered well by the learners of English.

In learning English, speaking is considered as one of the difficult skills. Many students do not have confidence to produce their words. They need

some stimulation from the teacher to produce their words and it is impossible if the teacher to guide them one by one. It is not effective in teaching and learning process. This problem is experienced by the seventh grade students of SMP PGRI Panggungrejo. They feel difficult to express their idea, though they have any ideas hidden in their thought.

Based on the reason above, knowing the student's speaking ability is very important. In order to find out which the most difficult in all aspects of speaking, he teacher must know the best method and the best technique in solving the student's difficulty in speaking. In teaching speaking skill, the teacher has to use the appropriate technique.

In English for Learners there are some alternative methods and techniques to teach speaking. They are useful and effective to improve the speaking ability of the students. One of the alternative techniques to teach speaking is Guided Dialogue Activity (GDA). The teacher can apply this technique to improve the student's achievement in speaking ability. Guided dialogue activity is a combination of two techniques. Namely are guided activity and dialogue. Teacher and students will cooperate in classroom activity by using this technique. Students will converse a topic in pairs and the teacher holds the classroom situation in order to keep active and reach the topic target by preparing guided questions. It can help the students to show their ideas or thoughts.

There are three advantages, if the teacher uses this technique. Firstly, guided dialogue activity can direct that students. It means that the teacher help

students to keep on the topic, the teacher will prepare guided questions to be conversed by students. The students ask and answer each other in pairs. In this situation, the teacher will guide the student in order to keep on the target topic and overcome the overlapping by practicing the guided questions. The second in order to make classroom situation more active. The students will be stimulated using guide question and they can express their original thought actively. Finally, it is to motivate. It means that the teacher can raise the student's atmosphere if the process of learning is slow down. The students will not slow down in process of learning because in their conversation have been prepared some guided questions. They will not have unlimited thought and will be more motivated to show their original thoughts.

In this case, the researcher wants to try using guided dialogue activity as the technique in teaching speaking, whether this technique is effective or not in teaching speaking. From this description, the researcher searches how far the effectiveness of using guided dialogue activity toward student's achievement at seventh grade students of SMP PGRI 09 Panggungrejo.

B. Research Problems

Based on the background of the research, the questions of the research are formulated are follows:

1. How is the student's achievement in speaking before being taught by using guided dialogue activity?
2. How is the student's achievement in speaking after being taught by using guided dialogue activity?

3. Are there any significant differences of the student's achievement in speaking between before being taught by using guided dialogue activity and after taught using guided dialogue activity?

C. Objectives of the Research

Based on the formulation of the problems above, the objectives of the research are:

1. To know the student's achievement in speaking before they taught by using guided dialogue activity
2. To know the student's achievement in speaking after they taught by using guided dialogue activity
3. To know significant differences of the student's achievement in speaking between before taught using guided dialogue activity and after taught using guided dialogue activity

D. Research Hypothesis

In his research, the researcher has two kind of hypothesis involves:

1. Alternative Hypothesis (H_a)

It states that there is significant differences between the students who are taught before using guided dialogue activity and those who are taught after using guided dialogue activity.

2. Null Hypothesis (H_o)

It states that there is not significant differences between the students who are taught before using guided dialogue activity and those who are taught after using guided dialogue activity.

E. Significance of the Research

By conducting this study, the writer hopes that the result of this research will give contribution to the teacher, student and the future researcher. The significance of this research involves:

1. Teacher

This study can be as a reference and input to the teacher speaking skill improvement using guided dialogue activity.

2. Student

To motivate the students to improve students' speaking ability by Guided Dialogue Activity.

3. Future Researcher

Hopefully, this researcher will be useful to give an easier to improve students' speaking ability by Guided Dialogue Activity. Besides that, the researcher will get more information to improve the final project.

F. Scope and Limitation of the Research

The research setting of this study is used to avoid uncontrolled discussion of this research, as follow:

1. The study focuses on the effectiveness of using guided dialogue activity on the student's speaking achievement. The researcher has two steps. The first step is students are given topics and the second step is scoring.
2. The material of the treatment consists of daily activity, family and hobby.
3. The treatment of the research was done in 3 meetings that covered 3 topics.

4. This research applied on seventh grade students (7 classes) of SMP PGRI 09 Panggungrejo.

G. Definition of the Key Terms

- a. Speaking is talk to somebody about something our using your voice to say something.
- b. “Dialogue is a model conversation, used to practice speaking.” (Longman, 1992:107)
- c. Guided dialogue is conversation that the teacher participates as guide in the class activity.
- d. Student’s achievement is the proficiency level of the student in given areas of skill.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Definition of Speaking

In general, speaking is very important in someone's life. By speaking, someone will be able to interact with other. Speaking is the productive oral skill (Nunan, 2003:64). Oral activities can also give someone pleasure and joys. It involves putting a message together, communicating the message, and interacting with other people (Lindsay, 2006:57). Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning (Mackey, 1996) (cited in Bygate, 1987:5).

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1999:39). Furthermore, speaking proficiency play very important role in language learning, including foreign language learning. Because speaking is a process of building and sharing meaning through the use of verbal and non symbol, in a variety context.

B. Aspect of speaking

In speaking, there are five aspects to be mastered if people want to speak well. Speaking consist of some aspects, they consist of accent, grammar, vocabulary, fluency, comprehension.

a. Grammar

Grammar is description of language and they way in which linguistic units such as words and phrase are combined to produce sentences in the language (Richard 1999:161)

b. Accent

Accent is an emphasis given to syllable or word by means of stress or pick (Hornby, 1995:6). Accent focused on pronunciations. When speakers say, he/she will give an emphasis to certain words suitable and pronunciations.

c. Vocabulary

Vocabulary is the number of words in language (Hornby, 1995:1331). One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means, the appropriate diction which is used in communication. Someone cannot give information accurately if he/she is lacked by vocabulary. He/she can give wrong information in caused he/she did not find the words to express or give information. If someone has sufficient vocabulary, it will help him/her to communicate and interact with other people.

d. Fluency

According Richards, (1999:1441) the features which give speech the qualitative of being natural and normal, including native-like of pausing, rhythm, intonation, stress, rate of speaking and use of injection. Fluency in

speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking.

e. **Comprehension**

Comprehension is the power of understanding (Hornby, 1995:235). For oral communication certainly requires a subject to respond and speech as well as to imitate it. If we review to the function of speaking as transactional and interpersonal function. Comprehension is the one important part to catch these functions. The speakers will be able to communicate or interact to other people if there is understanding about the topic or speech. It can be hoped if there comprehension between the speakers and listeners.

C. Teaching Speaking

There are some parts of teaching speaking that must be prepared well by the teacher. It will help the teacher to get the optimal result. They are as follow:

1. **Goals and Techniques for Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the result. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented as follow:

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include description of learning strategies and examples of their use.
- Form-oriented input focuses on ways of using the language; guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific context (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspect of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations

where a quick explanation on a grammar topic is needed, and explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output students may have options for responses, but all of the options require them to use the specific form or structure that the one in the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercise as a transition between the presentation stage and the practice stage of a lesson plan. Textbooks exercise also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In every day communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In

order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

2. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies – using minimal responses, recognizing scripts, and using language to talk about language – which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges – a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or script. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

3. Types of Classroom Speaking Performance

According to Brown (2001:271), "there are some types of speaking performance that students are expected to carry out in the classroom", they are as follows:

a) Imitative

Imitation for this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b) Intensive

Intensive speaking is goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c) Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

d) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information, is extended form of responsive language for example conversation.

e) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f) Extensive (monologue)

The forms of monologue are oral reports, summaries, or perhaps short speeches. It is suitable for advance levels.

D. Problem in the teaching speaking

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of

reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. For example, Mukminatien (1999) found that students of English department have a great number of errors when speaking. The error include pronunciation (e.g. word stress and intonation), grammatical accuracy (e.g. tenses, preposition, and sentence construction), vocabulary (e.g. incorrect word choice), fluency (e.g. frequent repair), and interactive communication (e.g. difficulties in getting the meaning across or keeping the conversation going). Similarly, Ihsan (1999) found that students are likely to make errors which include the misuse of parts of speech, syntactical construction, lexical choice, and voice. Both Ihsan's and Mukminatien's research studies supported earlier results of research conducted by Eviyuliwati (1997) who reported that students had difficulties in using grammar and in applying new vocabulary items in speaking class. With regards to students' frequent errors in speaking, Mukminatien (1999) suggested teachers provide their learners with more sufficient input for acquisition in the classroom and encourage them to use English either in or outside the classroom.

As the ability to speak English is a very complex task considering the nature of what is involved in speaking, not all of the students in an EFL speaking class have the courage to speak. Many of the students feel anxious in a speaking class (Padmadewi, 1998), and some are likely to keep silent (Tutyandari, 2005).

In short, the problem that Indonesia EFL learners face in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers. Thus, this section suggests that teachers have an important role in fostering learners' ability to speak English well. For this, teachers need to help maintain good relation with EFL learners, to encourage them to use English more often, and to create classroom activities in order to enhance students' interaction. The next section specifically presents reports on types of activities in EFL speaking classroom.

E. Teaching Speaking Using Guided Dialogue Activity

There are many kinds of techniques of teaching speaking that can be used. One of them is teaching speaking by using guided dialogue activity. This is a new technique which is a combination of two techniques. They are guided activity and dialogue. Guided activity is technique that always is practiced by the teacher that purposed to make controlled classroom. Guided activity is usually called guided practice.

Scott (1996:38) stated that "Guided practice follows on directly from controlled practice and will often be done either in pairs or in small group. Guided practice usually gives the pupil some sort of choice, but the choice of language is limited. Textbooks are full of exercises for guided practice and you can use pictures or object or miming to help the pupils understand the content and practice the word."

Based on the statement above, it can be concluded that guided practice is suitable to be run with dialogue. It is because in practicing dialogue needs guidance in order to keep the classroom situation.

In guided dialogue activity, teacher and students will cooperate in classroom activity by using this technique. Students will converse a topic in pairs and the teacher as a classroom guide person who responses to control and manage the classroom. It means that the teacher holds the classroom situation in order to keep active and reach the topic target by preparing guided questions. It can help the students to show their ideas.

Guided dialogue activity has three advantages. First, guided dialogue activity can direct the students. It means that the teacher help students to keep on the topic, the teacher will prepare guided questions to be conversed by students.

The students ask and answer each other in pairs. In this situation, the teacher will guide the student in order to keep on the target topic and overcome the overlapping by practicing the guided questions. The second advantage is to stimulate. It means that the teacher give stimulation to the students in order to make classroom situation more active. The students will be stimulated using guided questions and they can express their original thought actively. Finally, it is to motivate. It means that the teacher can raise the student's atmosphere if the process of learning is slow down. The students will not slow down in process of learning because in their conversation have

been prepared some guided questions. They will not have unlimited thought and will be more motivated to show their original thoughts.

Dialogue is one of technique to teach speaking. We know that when we speak it is related with dialogue. “Working with dialogue is a useful way to bridge the gap between guided practice and free activities.” (Scott, 1996:39) Controlled dialogue can easily develop into free work when the pupils are ready for it. According to Scott dialogue and role play are useful oral activities because:

- a. Pupils speak in the first and second person. Texts are often in the third person
- b. Pupils learn to ask well as answer
- c. They learn to use short complete bits of language and to respond appropriately
- d. They don't just use words, but also all the other parts of speaking a language-tone of voice, stress, intonation, facial expression, etc.

They can be used to encourage natural “chat” in the classroom, making up a dialogue about the little things which have happened and which occupy the children at the moment. A topic from a dialogue can be in long term when situation happened without controlling process interaction which needs the guidance to control the direction of the topic. In this case, guided dialogue can be used to be a technique.

In the paradigm, speaking is as science. So, in process assessing, the teacher has to be able to limit the dialogue. And guided dialogue can help the

teacher to control the dialogue in speaking activity. In guided dialogue activity, the teacher participates in the dialogue as a guide. Teacher gives motivation to the students by giving some questions. It is effective to motivate and change introvert situation.

F. Previous Study

The previous study was studies written by the students of Department Syarif Hidayatullah State Islamic University Jakarta, entitled “The Effectiveness of Using Dialogue Technique in Teaching Simple Present Tense” by Ulfah, Maria (2011). She used pre-experimental design using quantitative approach with one group pre-test and post-test design. She administered three steps, they are pretest, treatment and posttest. To get the data, the researcher used two tests, there are pretest and posttest. After getting result of score between pretest and posttest, the data was counted by using T-test it is used to find out whether there is any significant different before and after being taught using dialogue technique.

The result of the study showed that after the researcher given the treatments, the average of students’ grammar is higher than before. It can be seen from the mean score of written test in pretest and posttest. Moreover, the majority of students gave positive response toward the implementation of using dialogue. The students felt that learning writing taught using dialogue technique was challenging and fun. It can be conclude that teaching is really effective in teaching Simple Present Tense.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It focuses the method used in conducting this study which covers (1) research design, (2) population, sample and sampling, (3) variable of the study (4) research instrument, (5) validity and reliability testing, (6) data sources, (7) data collection method, (8) data analysis.

A. Research Design

“Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed method of data collection and analysis.” (Creswell, 2009:3)

In this study, the researcher uses experimental research with quantitative approach. The researcher wants to know the effectiveness of using guided dialogue activity of teaching speaking to the student’s achievement by experimental research. The impact is assessed by providing a specific treatment. The effectiveness will be know the significant differences between the students who are taught before using guided dialogue activity and those are taught after using guided dialogue activity. And this design uses quantitative approach because involved complex experiment with many variables and treatment.

In this study, the researcher used quantitative approach with One-Group Pretest-Posttest design. The researcher was classified as pre-experimental design because it was little or no control of extraneous variables. In the One-

Group Pretest-Posttest design and single group was measured or observed not only after being exposed to a treatment of some sort but also before.

Table 3.1 a diagram of one-group Pretest-posttest design:

Y1	X	Y2
Pretest	Treatment	Posttest

The procedures of experimental research that use One-Group Pretest-Posttest design:

1. Administering a pretest with a purpose of measuring speaking achievement of the seventh grade students at SMP PGRI Panggungrejo.
2. Applying the experimental treatment teaching speaking by using Guided Dialogue method of the seventh grade students at SMP PGRI Panggungrejo.
3. Administering a post-test with a purpose of measuring speaking achievement of seventh grade students at SMP PGRI Panggungrejo.

B. Population, Sample, and Sampling

Population is the all elements that become the areas of the research. It is consist of entire set of object, observation, or score that have something in common. Population is defined as all members of any well-defined class of people, events, or objects, Ary et. al. (2010:148). A population in this research includes the 7th graders students at SMP PGRI Panggungrejo.

Since the population is too large, so the researcher needs a sample. Sample is a portion of a population. The sample of this research is the students of second semester of the seventh grade.

Then, sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected, Gay (1992:123). Sampling is also as a way to obtain sample as a part of population. In this researcher, the researcher used purposive sampling technique. According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level area, but it is taken based on the specific purpose. The researcher took one class of the students' seventh grade at SMP PGRI Panggungrejo, exactly seventh grade, because students of the seventh grade had average proficiency in studying English. In seventh grade, there are 26 students consist of 20 boys and 6 girls.

C. Variable of Study

A variable is a contrast or characteristic that can take on different values or scores. Variables can be classified in several ways. The most important classification is on the based of their use within the research under consideration, when they are classified as independent variables or dependent variables (Ary, 2006:40)

- a. Independent variables is variable that consequence of or upon antecedent variables. One independent variable must be the treatment variable. One or more group receives the experimental manipulation or treatment. In this study the teaching speaking by using guided dialogue activity.
- b. Dependent variable is the response or criterion variable that is presumed to be caused by or influenced by the independent treatment condition and any

other independent variables. In this study the dependent variable is students' ability in speaking skill.

D. Research Instrument

Research instrument is a tool of collecting data that should be valid and reliable. According to Arikunto (2006:149) the device the researcher uses to collect data is called instrument. Actually there are two kinds of instrument; those are test and scoring rubric.

1. Test

In this research, the researcher uses test as instrument. Test is a series question, exercise or other means which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group, Arikunto (2006:150). In this research, there are two kind of test that should be done by the researcher, there are pre-test and post-test.

a. Pre-test

Pre-test was administering before students were taught by guided dialogue activity. Pre-test is given to know how far the students' speaking achievement before taught by guided dialogue activity. This test the students to speak by using dialogue in front of the class. Time allocation of the test is 80 minutes. Pre-test was held on ,5 June 2014.

b. Treatment

Treatment is treating person or thing. Treatment is the application of the new technique by the researcher to know that the technique can be accepted or not. The treatment is done after getting score in pre-test. Here, the treatment is done in 7 classes, it taken 2 x 45 minutes. The step in treatment is will be described as follow:

Table 3.2 the Steps of Treatment

No.	Steps	Teacher Activities	Students Activities
1.	Opening	<ul style="list-style-type: none"> - Greeting - Checks the presence the class that day 	<ul style="list-style-type: none"> - Answering greeting - Brain storming
2.	Main teaching	<ul style="list-style-type: none"> - Giving explanation about definition of guided dialogue - Giving explanation about social function and kinds of dialogue - Giving example of a kinds of dialog 	<ul style="list-style-type: none"> - Listening the explanation from the teacher
3.	Closing	<ul style="list-style-type: none"> - Giving conclusion and comment about material - Closing the meeting 	

c. Post-test

Post-test was administering after the students were taught by guided dialogue activity. Post-test is given to know theory earlier knowledge after they get treatment. It is done to know the difference achievement before and after they get treatment. The test of post-test is the students to speak by using dialogue in front of the class. Time allocation time of the test is 80 minutes. Post-test was held on 7 June 2014.

2. Scoring Rubric

Scoring will be valid and reliable only if clearly recognizable and appropriate descriptions of criteria levels are written and scores are trained them. Description of speaking proficiency usual deals with accent, grammar, vocabulary, fluency and comprehension as in the following examples taken from Hughes.

Hughes states in his book of testing for language teacher, to make easy in scoring proficiency description has been converted to the weighting table of proficiency description (Hughes, 2003:130)

Table 3.3 the weighting Table of Proficiency Description

Aspect	Score					
	1	2	3	4	5	6
Accent	1	1	2	2	3	5
Grammar	6	12	18	24	30	36
Vocabulary	4	4	8	24	30	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

E. Validity and Reliability Testing

According to Ary (1985) “researcher is always dependent measurement. There are two important characteristic that every measuring instrument should process; validity and reliability.

1. Validity

Validity is the most complex criterion of an effective test the most important principle of language testing (Brown, 2001:22). It is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose the assessment. The measure whether the test has a good validity, the researcher analyzed the test from construct validity and face validity.

In this test, the researcher asked the students to speak by using dialogue in front of the class. The researcher made this test based on the course objectives in the syllabus of seventh grade of SMP PGRI Panggungrejo.

a. Content Validity

A test is said to have content validity if its contents constitutes a representative sample of language skills, structure, etc. the test will have content validity if it includes a proper sample of the structure of the content which is relevant with the purpose of the test. The contents validity in this research can be showed as follow:

Table 3. 4 content validity

No.	Competence indicator	Speaking test
1.	The students are able to performance dialogues with friends	Short a dialogue

b. Reliability

Reliability is necessary characteristic of any good test for it to be valid at a test must be reliable as measuring instrument (Heaton 1998:162). Reliable as measuring instrument. Reliability is a measure of accuracy, consistency, dependability of fairness of scores resulting from administration of particular examination.

In this test, the researcher used rater reliability is where the researcher involved two raters scoring the students' speaking achievement. After that, the researcher analyzed the correlation of two scores by using Pearson correlation which is called product moment Pearson. For analyzing the correlation the researcher uses SPSS 16.0 for windows.

From the correlation analyze, the researcher got the correlation of two score. The value of correlation is 0.878 I means that the correlation of score 1 and score 2 is strong, because the value is between 0.80-1.000. So, the correlation close 1 is mean that the correlation is strong, significant and two tailed. From the above evidence, it was found that this test very reliable. The raw score can be seen at the appendix.

F. Data source

Data source the subject where the data come from. In this research used quantitative data. This data was used to know the students' achievement in speaking before and after being taught by Guided Dialogue activity. In this study the data was students' score of the second graders students at SMP PGRI Panggungrejo from speaking achievement (pre-test and pos-test).

G. Data Collecting Method

Data collection method is the way the researcher collect data. Method of data will provide reality about some steps which are used in the process of collecting data.

“Test in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.” (Brown, 2004:3). Researcher used two kinds of tests. They were pre-test and post-test. Pre-test was given before teaching by using guided dialogue activity and post-test was given after doing the experimental research study or after teaching by using guided dialogue activity.

H. Data Analysis

According to Arikunto (2006:138) quantitative data is a technique to analysis and count the data. It is means, managing and analyzing quantitative data collected from the researcher. The researcher used quantitative data analysis by using statistical computation. The data collected (data result) was processed by comparing the first data (pre-test) and the second data (post-test) to see whether there will be significant difference after given by treatment. To

know the significant difference on the students' writing achievement before and after taught by Guided Dialogue activity, the researcher in this research uses paired sample T-test at SPSS 16.0 for windows.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings as the result of analyzing the data. Therefore, this chapter discusses (1) The Description of Data, (2) Data Analysis, (3) Hypothesis Testing, (4) Discussion.

A. The Description of Data

In this section, the researcher presents the students speaking achievement before and after being taught by guided dialogue activity. As mentioned before, the researcher uses test as the instrument in collecting data. The test is administered to seventh grade at SMP PGRI Panggungrejo as a single-group. A class that consist of 26 students. The test is instructing the students to speak by using dialogue in front of the class. The researcher present and analyzes the data through two kinds of test, they are pre-test and post-test. The pre-test is given before being taught by guided dialogue activity and post-test is given after being taught by guided dialogue activity. The students' speaking achievement is score using scoring rubric. The technique of scoring is based on the five aspect of speaking; they are accent, grammar, vocabulary, fluency and comprehension.

1. The students' speaking achievement before taught by Guided Dialogue Activity.

Table 4.1 the students' speaking skill before taught by Guided**Dialogue Activity**

No.	Subject	Pre-test
1.	A	59
2.	B	59
3.	C	73
4.	D	42
5.	E	41
6.	F	55
7.	G	43
8.	H	73
9.	I	63
10.	J	84
11.	K	37
12.	L	41
13.	M	45
14.	N	41
15.	O	35
16.	P	40
17.	Q	26
18.	R	35
19.	S	59
20.	T	77
21.	U	57
22.	V	73
23.	W	33
24.	X	63
25.	Y	44
26.	Z	59

The pre-test was given to students to speak by using dialogue in front of the class. It was done before treatment process (teaching learning process by Guided Dialogue Activity). This test was intended to know the student' speaking achievement before the student got treatment process.

Table 4.2 descriptive statistic of pre-test

Statistics
Pretest

N	Valid	26
	Missing	0
Mean		52.19
Median		50.00
Mode		59

Table 4.3 frequency of pre-test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	1	3.8	3.8	3.8
	33	1	3.8	3.8	7.7
	35	2	7.7	7.7	15.4
	37	1	3.8	3.8	19.2
	40	1	3.8	3.8	23.1
	41	3	11.5	11.5	34.6
	42	1	3.8	3.8	38.5
	43	1	3.8	3.8	42.3
	44	1	3.8	3.8	46.2
	45	1	3.8	3.8	50.0
	55	1	3.8	3.8	53.8
	57	1	3.8	3.8	57.7
	59	4	15.4	15.4	73.1
	63	2	7.7	7.7	80.8
	73	3	11.5	11.5	92.3
	77	1	3.8	3.8	96.2
	84	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Based on the tables and histogram of pre-test above, the consist of 26 students. It shows that the mean score is 52.19, the median score is 50.00, and the mode score is 59.00. The frequency of pre-test after distributed

there are 53.8% got the score under the mean. While 46.2% students got score above the mean.

2. The students' speaking achievement after taught by Guided dialogue Activity.

Table 4.4 the students' speaking ability after taught by Guided Dialogue Activity

No.	Subject	Post-test
1.	A	68
2.	B	70
3.	C	79
4.	D	61
5.	E	50
6.	F	66
7.	G	54
8.	H	81
9.	I	75
10.	J	86
11.	K	44
12.	L	62
13.	M	65
14.	N	65
15.	O	57
16.	P	54
17.	Q	51
18.	R	65
19.	S	79
20.	T	88
21.	U	79
22.	V	83
23.	W	62
24.	X	81
25.	Y	68
26.	Z	67

The post-test was given to the students to speak by using dialogue in front of the class. It was done after treatment process (teaching learning process by Guided Dialogue Activity). This test was intended to know the students' achievement after the student got treatment process.

Table 4.5 descriptive statistic of post-test

Statistics Pretest		
N	Valid	26
	Missing	0
Mean		67.69
Median		66.50
Mode		65

Table 4.6 frequency of post-test

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.8	3.8	3.8
	50	1	3.8	3.8	7.7
	51	1	3.8	3.8	11.5
	54	2	7.7	7.7	19.2
	57	1	3.8	3.8	23.1
	61	1	3.8	3.8	26.9
	62	2	7.7	7.7	34.6
	65	3	11.5	11.5	46.2
	66	1	3.8	3.8	50.0
	67	1	3.8	3.8	53.8
	68	2	7.7	7.7	61.5
	70	1	3.8	3.8	65.4
	75	1	3.8	3.8	69.2
	79	3	11.5	11.5	80.8
	81	2	7.7	7.7	88.5
	83	1	3.8	3.8	92.3
	86	1	3.8	3.8	96.2
	88	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Based on the tables and histogram of pos-test above, that consists of 26 students. It shows that the mean score is 67.69, the median score is 66.50, and the mode score is 65.00. The frequency of post-test after distribution there are 46.2% got score under the mean. While 53.8% got score above the mean.

B. Data Analysis

Data analysis was done to know the different score of the students' speaking achievement before and after being taught by Guided Dialogue Activity. To find out whether there is difference of students' speaking achievement before and after being taught by Guided Dialogue Activity, the researcher uses paired sample T-test at SPSS 16.0. The test result as follows:

Table 4.7 paired samples statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
Pair 1	Pretest	52.19	26	15.600	3.059
	Posttest	67.69	26	11.926	2.339

Based on the table above, *output paired samples statistic* shows the mean score of pre-test (52.19) and mean of post-test (67.69), while N for each cell there are 26. Meanwhile, standard deviation for pre-test (15.600) and standard deviation for post-test (11.926). Mean standard error for pre-test (3.059) and mean standard error for post-test (2.339).

Table 4.8 paired sample correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	26	.878	.000

Based on the table above, *output paired samples correlations* shows the large correlation between sample, where can be seen numeral both correlation

is (0.878) and numeral of significant (0.000). For interpretation of decision based on the result of probability achievement, that is:

- a. If the probability > 0.05 then the null hypothesis can't be rejected
- b. If the probability < 0.05 then the null hypothesis rejected

The large of numeral significance (0.000) smaller from (0.05). It means that the hypothesis clarify Guided Dialogue Activity is not effective to improve students' speaking achievement is rejected. With other word, Guided Dialogue Activity is effective to improve students' speaking.

Table 4.9 paired sample test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretes t - Postte st	-15.500	7.664	1.503	-18.596	-12.404	-10.312	25	.000

Based on the table above, *output paired sample test* shows the result of compare analysis with using T-test. Output shows mean pre-test and post-test is (-15.500) standard deviation (7.664), mean standard error (1.503). The lower different (-18.596), while upper different (-12.404). The result value of test t is (-10.312) with df 25 in significance (0.000).

Teaching speaking by Guided Dialogue Activity is effective to improve students' speaking, it can be seen from different mean which show by using

Guided Dialogue Activity than not using Guided Dialogue Activity in teaching learning speaking.

C. Hypothesis Testing

In hypothesis testing, if the T-test is bigger than T-table, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that Guided Dialogue activity is accepted and the strategy is effective for teaching speaking. Meanwhile, if the T-test is smaller than T-table, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. It means that Guided Dialogue Activity is rejected and the strategy is not effective for teaching speaking.

Based on the result, the statistical value of T-test was 10.312, while the critical value of T-test with significant level 5% and the degree of freedom 25 is 1.708. It means that the statistical value of T-test was higher than the critical value of T-test ($10.312 > 1.708$). This indicates, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Thus, the alternative (H_a) says that Guided Dialogue Activity is accepted and effective for teaching speaking.

D. Discussion

From the result of research finding, showed that Guided Dialogue Activity was effective used in teaching speaking, because there was significant different result between before and after teaching speaking by using Guided Dialogue Activity.

Based on the data analysis, the researcher knows that t_{count} bigger than t_{table} ($10.312 > 1.708$). it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Thus, the findings mean that taught by Guided Dialogue activity given significant effect on the students' speaking achievement was effective to improve students' speaking achievement. Using Guided Dialogue Activity in teaching speaking is an alternative to make the students more enthusiasm, interested and make the students to be active in teaching.

Based on the research method, the teaching learning process was divided into three steps. First steps is giving pretest for the students to know on the students' speaking achievement before taught by Guided dialogue Activity. Second step is giving treatment by applying Guided Dialogue Activity. The third step is giving posttest for the students to know on the students' speaking achievement after they got treatment.

Scott (1996:38) stated that "Guided practice follows on directly from controlled practice and will often be done either in pairs or in small group. Guided practice usually gives the pupil some sort of choice, but the choice of language is limited. Textbooks are full of exercises for guided practice and you can use pictures or object or miming to help the pupils understand the content and practice the word."

In the pretest, the mean score is 52.19 while than the mean score in posttest is 67.69. Although it shows a slight difference between two means, the result shows that posttest was better than pretest. From the result above, it is

can conclude that the students get good achievement in speaking after taught by Guided Dialogue Activity.

From the explanation above, it can be conclude that Guided Dialogue Activity to teach writing is effective in this research. And the theory above is accepted by the researcher, because it can improve the students' speaking achievement in SMP PGRI Panggungrejo.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher mainly presents a conclusion and suggestion based on the research findings and discussion presented in the previous chapter.

A. Conclusion

Based on the result of data analysis, the researcher could take conclusion as follow:

1. The student's score of speaking skill before being taught by Guided Dialogue Activity is low because the mean of the total score of students speaking is only (52.19).
2. The student's score of speaking skill after being taught by Guided Dialogue Activity is low because the mean of the total score of students speaking is only (67.69).

Based on statistical calculation using SPSS 16.0, the researcher knows that t_{count} bigger than t_{table} . It was found that the statistical test by using t-test shows that t_{count} is 10.312, then critic value (t_{table}) with df 25 at significance level 0.05 is 1.708. Based on the explanation above, it can be seen that alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Thus, it can conclude that by using Guided dialogue Activity is effective to teaching speaking.

B. Suggestion

The finding of the research score shows that there is significant difference on the students' score before they were taught by Guided Dialogue Activity and after they were taught by Guided Dialogue Activity. Therefore, the writer tries to give some suggestion as follow:

1. Suggestion for the students

The students should be active in the classroom because in Guided Dialogue Activity the students are supported to be active in teaching learning process. It is hoped that the students can increase their speaking ability.

2. Suggestion for the teacher

The teacher is supposed to stimulate and motivate students' in speaking English while doing Guided Dialogue activity because the students usually feel difficult to speak English in doing Guided Dialogue activity.

3. Suggestion for the next researcher

As this research is not perfect yet, it is suggested for the next researcher to conduct further researchers on the similar area, especially by Guided Dialogue Activity on teaching speaking. This study is very important because it will give some knowledge to the researcher and to know the benefits of Guided Dialogue Activity in teaching speaking.